

Preconditions for Multiple and Single Subject Professional Preparation Programs and Proposed Modifications of Common Standards

Professional Services Division

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Part I

Preconditions for Multiple and Single Subject Professional Preparation Programs

Background

Most associations that accredit post-secondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Preconditions determine a sponsor's *eligibility*. The actual *approval* or *accreditation* of programs or program sponsors is based upon standards adopted by the association or licensing agency. Sponsors who intend to offer accredited programs must provide a response to each precondition and include appropriate supporting evidence before the program is reviewed against the adopted standards.

The Commission has historically adopted two types of preconditions: (1) those established by State laws, such as limitations on the length of a professional preparation program; and (2) those established by Commission policy, such as the requirement that the sponsoring institution be regionally accredited. Preconditions for multiple and single subject credential programs were originally adopted by the Commission in November, 1986. Several of the original preconditions were changed as a result of the Senate Bill 1422 (Chapter 1245 of the Statutes of 1992). Three preconditions were eliminated, others were revised, and the statutory authority references were changed to reflect current law. In 1998, General Precondition 2 was adopted which requires institutions to designate a position that is responsible for oversight of all credential programs and report to the Commission on the nature and extent of authority granted that position. Program Precondition 6 was added and requires the recommending organization to determine that each legal requirement for the credential is met by each candidate prior to recommendation for the credential. The Commission adopted Program Precondition 5 when the standards were adopted in September, 2001. The various preconditions for Multiple and Single Subject Credential Professional Preparation Programs have been combined into a single document and edited for consistency with the standards, but they remain substantially the same as they were.

Preconditions established by the Commission under its general statutory authority are listed first. They are preconditions that apply to all or most credential programs. (Please note that some of

these preconditions apply only to initial accreditation, others apply only to continuing accreditation and others apply to both.) The general preconditions are followed by the preconditions that are established by statute and are specific to the Multiple and Single Subject Credential programs. These preconditions are designated as Program Preconditions. Finally, preconditions pertaining to internship programs are included and displayed in italics. (Included with the preconditions are clarifications that may be helpful to program sponsors.)

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
- (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

- (3) **Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the

design and development of the program's philosophical orientation, educational goals, and content emphases.

- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurance that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (c) assurance that the institution/district will participate in focussed reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to program enrollments, program completers, examination results and state and federal reporting within the time limits specified by the Commission..

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each post-secondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

Program Standard 17 – Candidate Qualifications. The standard requires that Multiple and Single Subject Credential candidates must pass CBEST prior to daily student teaching.

- (10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission.
Reference: Education Code Section 44320 (d).

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

Preconditions Established by State Law or Commission Policy for Multiple and Single Subject Programs

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

- (1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to post-graduate teacher preparation programs. The limitation does not apply to blended programs of subject matter preparation or professional preparation teaching internship programs. *Reference: Education Code Section 44259 (a) and (b) (3).*

Clarification of Program Precondition 1

Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Pre-requisite Courses. Program Precondition 1 does not apply to pre-requisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any pre-requisite course.

Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

- (2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. *Reference: Education Code Section 44320 (a).*

For Internship Programs: Not applicable.

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

- (3) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*

- (4) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Program Precondition 1. *Reference: Education Code Section 44320 (a).*

For Internship Programs: Not Applicable

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (5) **Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Section 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (6) **Completion of Requirements.** A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to the possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution, the passage of the California Basic Education Skills Test (CBEST), the completion of an accredited professional preparation program, the completion of the subject matter requirement, the demonstration of knowledge of the principles and provisions of the Constitution of the United States, passage of the Teaching Performance Assessment, and for Multiple Subject candidates, passage of the Reading Instruction Competence Assessment (RICA). *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

Preconditions Established by State Law for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.*
- (2) **Supervision of Interns.** In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision. Reference: Education Code Section 44462.*
- (3) **Assignment and Authorization.** To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Sections 44454 and 44458.*
- (4) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential involved. Reference: Education Code Section 44321 and 44452.*

Preconditions Established by the Commission for Internship Programs

For initial program accreditation and continuing accreditation, participating districts and universities must adhere to the following requirements established by the Commission on Teacher Credentialing.

- (5) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*
- (6) **Justification of Internship Program.** Where an institution submits a program for initial or continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Preconditions Established by State Law for District Internship Credential Applicants

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts ascertain that applicants meet the following requirements of state law before the District Intern Certificate will be issued.

- (1) ***Bachelor's Degree Requirement.*** Each intern admitted into the program is in possession of a baccalaureate degree from a regionally accredited institution of higher education.
 - (a) Applicants who will teach in departmentalized classes in grades six to twelve (including bilingual) must have completed an undergraduate academic major or minor in the subjects(s) to be taught. Reference: Education Code Section 44325 and 44326.
 - (b) Applicants who will teach in self-contained classes in kindergarten or grades one to eight (including bilingual) must have completed an undergraduate degree with an academic major or minor, or a diversified or liberal arts program. The degree program must include the subject matter coursework prescribed in Section 44314 of the Education Code. Reference: Education Code Section 44326.
- (2) ***California Basic Educational Skills Test.*** Each intern admitted into the program has passed the California Basic Educational Skills Test. Reference: Education Code 44325 (c) (2).
- (3) ***Subject Matter Requirement.*** Each intern admitted into the program has passed the Commission-approved subject matter examinations(s) or completed the subject matter program for the subject areas(s) in which the District Intern is authorized to teach. Reference: Education Code Section 44325(c) (2).
- (4) ***Certificate of Clearance.*** Each intern admitted into the program has a Certificate of Clearance verifying the intern's personal identification and good moral character. Reference: Education Code Section 44325 (d).
- (5) ***Oral Language Proficiency.*** Each intern who is authorized to teach in bilingual classrooms shall pass the oral language component (speaking only) of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Specific Preconditions Established by State Law for District Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, the governing board of participating districts must certify that the following requirements of state law are met.

- (6) ***Guidance and Assistance.*** The district intern will be assisted and guided throughout the training period by (1) a certificated employee who has been designated as a mentor teacher, or (2) a certificated employee who has been selected through a competitive process which

has been developed in consultation with the certificated exclusive bargaining agent and approved by the governing body of the district, or (3) personnel who are employed by institutions of higher education to supervise student teachers. Reference: Education Code 44830.3 (a).

- (7) **Professional Development Plan.** *The employing district has developed and implemented a Professional Development Plan for district interns in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The plan shall include the following:*
- (a) *Provisions for annual evaluation of the district intern.*
 - (b) *A description of any coursework to be completed by the intern, as determined by the governing board.*
 - (c) *Prior to commencing daily teaching responsibilities, completion of 120 clock hours of training or six semester units (or nine quarter units) in child development and methods of teaching the subjects and grade levels to which the intern will be assigned. The coursework shall be selected in consultation with the employing district.*
 - (1) *The 120 clock hours of training and orientation shall be under the direct supervision of an experienced permanent teacher who shall provide information to the district regarding the areas of emphasis for further study by the district intern.*
 - (2) *Both the supervisor and the district intern shall be compensated for the preservice training and orientation in an amount that is normally provided by the employing district for staff development or inservice activities.*
 - (d) *A plan for completion of other preservice training and, if necessary, student teaching.*
 - (e) *During the first semester of employment, district interns who are employed in kindergarten or grades one through six must receive additional instruction in child development and teaching methods.*
 - (f) *During the first year of employment, district interns who are serving in bilingual classrooms must receive instruction in the culture and methods of teaching limited-English-proficient students.*
 - (g) *Employing districts may add any other training to the Professional Development Plan that the governing board chooses. Reference: Education Code 44830.3 (a).*
- (8) **Length of Program.** *Each participating district will provide an intern program that includes two academic years or the equivalent and a 120 hour preservice program or the equivalent. Reference: Education Code 44325 (b).*

- (9) ***Evaluation of Program.*** *Each participating district will cooperate with the Commission in the ongoing evaluation of the effectiveness of the district intern program. Reference: Education Code 44327 (b).*

Part II

Proposed Modifications of Common Standards

Background

During the last session of the Legislature AB 1307 (Goldberg) was passed and signed by the Governor. The major purpose of the law was to provide sufficient time for candidates to complete a credential program when new requirements are adopted by the Commission. When the Commission adopts new requirements, it also adopts a timeline for implementation so that candidates can complete the program in which they are enrolled in a timely manner. In this circumstance, it is critical that the advisement process within the credential program keep candidates adequately informed of changes in requirements. Common Standard 6 Advice and Assistance can be modified by adding new questions to consider or modifying those previously adopted by the Commission. Following are suggested additional “Questions to Consider” to add to Common Standard 6 on advising. The primary focus of the new questions is on qualifications of those who provide advisement, with emphasis on the importance of providing information about changing credential requirements. These modifications will assist in the implementation of AB 1307. Proposed new questions and modifications are shown in italics.

Common Standard 6

Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- *How are the individuals who provide advice and assistance selected, trained and informed of changing requirements?*
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, *course scheduling within the program sequence*, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?
- *How are candidates informed about the multiple pathways available for obtaining certification?*
- *How are candidates informed of credential requirements changed as a result of new statutes and regulations?*
- *How are candidates informed of the requirements to renew the credential and/or complete the advanced level?*
- In what manner is each candidate informed about institutional grievance and appeal procedures?

